

LISTING OF COMPETENCE-BASED REQUIREMENTS AT EACH LEVEL OF TRAINING LEADING TO CERTIFICATION

BASIC INTENSIVE TRAINING	BASIC PRACTICUM	ADVANCED INTENSIVE TRAINING	ADVANCED PRACTICUM	CERTIFICATION SESSION
<ul style="list-style-type: none"> • Explain the difference between internal and external control. • Identify the needs • Define the relationship between the needs and Quality World Pictures. • Elaborate how QWP are chosen • Explain how Perceptions are unique to each individual • Describe the importance of knowing that the only thing we get from the real world is information. • Identify the four components of TB and how they work together. • Share a story from your life where you have used externally controlling behaviours and how you would do it differently now. • Discuss the axioms share the most important one for you 	<ul style="list-style-type: none"> • Identify the strength of your needs and how they impact relationships • Explain how the choice of Quality World Pictures impact your life • Identify one QWP that you would find difficult to change • Explain a time when your perceptions created challenges for you • Delineate a time when you were able to change a perception because you asked for more information. • Share how you have been able to maintain a close relationship. [Caring habits] • Explain the purpose of the back wheels. • Prioritise the axioms. 	<ul style="list-style-type: none"> • Think of a time when you were extremely coercive. How do you relate this to the Choice Theory chart? • Define the inter-relationships between Quality World and needs • Illustrate how CT explains behaviour • Identify a belief or value that you hold that is embedded in a QWP for you • Describe how one of your perceptions is unique to you • Explain how CT language may help to minimize frustration levels • Explain how fragile relationships can be • Imagine a scenario and use the CT chart to help explain it • Justify why the system is based on the negative feedback loop. • Share which axiom is the most challenging for you 	<ul style="list-style-type: none"> • Support the view that need strengths can seemingly change • Explain a situation where QWP can conflict with each other • Dispute the role of irrational beliefs that some hold • Elaborate on a perception you have added due to new information • Imagine how your life would be different if you chose to continually use one of the connecting habits for 21 days • Describe a time in your life when you used your knowledge of TB to get back into balance. • Provide a real life example of an axiom. 	<ul style="list-style-type: none"> • Demonstrate your understanding of the Choice Theory Chart and how it relates to real life situations • Presentation: Selection of a small portion of your Quality work project that demonstrates and defines how Choice Theory applies to a real world situation.
<ul style="list-style-type: none"> • Describe how you create a supportive 	<ul style="list-style-type: none"> • Enumerate specific conditions that facilitate 	<ul style="list-style-type: none"> • Provide an example of collapsing conflict within 	<ul style="list-style-type: none"> • Illustrate how you engage the client in 	<ul style="list-style-type: none"> • Demonstrate your ability to role play

<p>environment with the client</p> <ul style="list-style-type: none"> • Delineate the procedures that lead to change • Identify the ways that you are able to use the reality therapy process 	<p>a safe environment</p> <ul style="list-style-type: none"> • List your repertoire of questions that you use within the process. • Role play to demonstrate your skill to deal with an unfamiliar client • Compare self-evaluation with feedback 	<p>ourselves and others</p> <ul style="list-style-type: none"> • Role play to demonstrate your skill to deal with a resistant client • Model how you would work with a client outside your familiar setting • Identify your strengths in the role play process • Illustrate various ways of facilitating self-evaluation with the client 	<p>creating his own plan.</p> <ul style="list-style-type: none"> • Demonstrate your ability to role play all roles within the process (interviewer, client, process observer and alternate way) • Model and share how you use the chart to describe the role play scenario. 	<p>clients from familiar and unfamiliar settings.</p>
<ul style="list-style-type: none"> • Compare lead management and Boss management. • Describe specific applications of Lead Management in different settings [corrections, education, business, social services.] 	<ul style="list-style-type: none"> • List some of the characteristics of the lead manager, boss manager laissez-faire • Demonstrate skills as a lead manager in a role play as a lead manager. • Use the four ways of relating in a role play. 	<ul style="list-style-type: none"> • Role play challenging lead management issues [firing, downsizing, redundancy, hygiene.] • Demonstrate skill in planning within management situation. 	<ul style="list-style-type: none"> • Role play with resistant clients in lead management situations or settings. • Delineate the advantages of being a lead manager. 	<ul style="list-style-type: none"> • Role play Lead Management scenarios
<ul style="list-style-type: none"> • Assemble the chart [puzzles, felt charts, drawing it] 	<ul style="list-style-type: none"> • Able to place concepts on the chart and explain how they interrelate with other components 	<ul style="list-style-type: none"> • Walk the chart (describe a situation and what you would be saying or doing in relationship to the components as you move through the loop) 	<ul style="list-style-type: none"> • Demonstrate ability to relate scenarios through the chart • Choose, plan, practice Quality Work. • Review Certification Criteria & expectations. 	<ul style="list-style-type: none"> • Demonstrate understanding of the interrelationships of the concepts on the Choice Theory chart

NOTE: Please find below the competence expected of each participant stated in a way for participant to self-evaluate the degree of knowledge and skills expected at each level. The listing of the competencies for that level are listed beneath the questions as an easy reference so you do not have to return to each of the columns in the OVERVIEW itself.

BASIC INTENSIVE TRAINING SELF-EVALUATION FOR PARTICIPANTS

The following may serve as a self-evaluative tool for participants during Basic Intensive Training to track knowledge and skill levels and to offer opportunities to clarify and fine-tune knowledge and skills.

1. How would I explain the difference between internal and external control using examples in my own life?
2. If a friend asked me about the basic needs in choice theory, how would I describe them?
3. What is my understanding of the relationship between the needs and Quality World Pictures?
4. How would I explain the process one goes through in choosing Quality World Pictures?
5. Our perceptions are unique to each of us. How would I explain this to someone?
6. If the only thing we get from the real world is information, how could I describe the importance of knowing that?
7. What is my best way of identifying the four components of Total Behaviour and how they coincide?
8. I have used externally controlling behaviours in the past. What will I do differently now?
9. The axioms are useful in defining the basic principles of Choice Theory. Which one would I prioritise as the most important for me?
10. How will I create a supportive environment that builds trust with the client?
11. How would I describe the procedures that lead to change?
12. How do I intend to use the reality therapy process in different situations?
13. How would I compare lead management and boss management in a way that describes the differences?
14. What is my understanding of the specific applications of Lead Management in different settings [corrections, education, business, social services]?
15. How would I explain the components of the Choice Theory chart to someone? [i.e. puzzles, felt charts, drawings]

BASIC INTENSIVE SELF-EVALUATION FOR PARTICIPANTS LISTED IN OVERVIEW

- Explain the difference between internal and external control.
- Identify the needs
- Define the relationship between the needs and Quality World Pictures.
- Elaborate how QUALITY WORLD PICTURES are chosen
- Explain how Perceptions are unique to each individual
- Describe the importance of knowing that the only thing we get from the real world is information.
- Identify the four components of TB and how they work together.
- Share a story from your life where you have used externally controlling behaviours and how you would do it differently now.
- Discuss the axioms
- Describe how you create a supportive environment with the client
- Delineate the procedures that lead to change
- Identify the ways that you are able to use the reality therapy process
- Compare lead management and Boss management.
- Describe specific applications of Lead Management in different settings [corrections, education, business, social services.]
- Assemble the chart [puzzles, felt charts, drawing it]

BASIC PRACTICUM SELF-EVALUATION FOR PARTICIPANTS

The following may serve as a self-evaluative tool for participants during Basic Practicum to track skill levels and to offer opportunities to clarify and fine-tune knowledge and improve role-play skills.

1. Identify and explain the strength of my needs and how they impact my relationships.
2. What would I share with an important person in my life how my choices of Quality World Pictures impact my life?
3. One Quality World Picture that I find difficult to change is...
4. What story describes a time when my perceptions created a challenge for me?
5. Delineate a time when I was able to change a perception because I asked for more information.
6. Share how you have been able to maintain a close relationship by using a caring habit.

7. How would I explain the purpose of the back wheels?
8. What axiom stands out in my mind as being the most significant?
9. What are the specific conditions that facilitate a safe environment?
10. What questions have I developed in my repertoire that will enhance my reality therapy process?
11. What skills have I learned to role-play and deal with an unfamiliar client?
12. How would I compare self-evaluation with feedback?
13. How would I describe some of the characteristics of lead manager, boss manager, and laissez-faire management?
14. What are the skills I need to develop in a role-play as a lead manager?
15. How would I use the four ways of relating in a role-play?
16. Describe the concepts shown on the Choice theory chart?
17. How would I explain the interrelationship of the concepts shown on the Choice theory chart?

BASIC PRACTICUM SELF-EVALUATION FOR PARTICIPANTS FROM OVERVIEW

- Identify the strength of your needs and how they impact relationships
- Explain how the choice of Quality World Pictures impact your life
- Identify one Quality World Picture that you would find difficult to change
- Explain a time when your perceptions created challenges for you
- Delineate a time when you were able to change a perception because you asked for more information.
- Share how you have been able to maintain a close relationship. [Caring habits]
- Explain the purpose of the back wheels.
- Prioritise the axioms.
- Enumerate specific conditions that facilitate a safe environment.
- List your repertoire of questions that you use within the process.
- Role-play to demonstrate your skill to deal with an unfamiliar client.

- Compare self-evaluation with feedback.
- List some of the characteristics of the lead manager, boss manager laissez-faire.
- Demonstrate skills as a lead manager in a role-play as a lead manager.
- Use the four ways of relating in a role-play.
- Able to place concepts on the chart.
- Explain how they interrelate with other components.

ADVANCED INTENSIVE TRAINING SELF-EVALUATION FOR PARTICIPANTS

The following may serve as a self-evaluative tool for participants during Advanced Intensive Training to track knowledge and skill levels and to offer opportunities to clarify and fine-tune knowledge and skills.

1. Knowing what I do about choice theory and thinking of a time that I was extremely coercive, how might I relate my behaviour to the concepts on the chart?
2. How would I explain that I do not meet needs directly? How would I explain the relationship between needs and Quality World pictures?
3. If a friend asked me to explain the 'why' of behaviour, how would I do so?
4. In identifying a belief or value that I hold dear, how can I explain how this belief is embedded in my Quality World?
5. In a discussion on how people see events, how would I explain how my perception of an event is unique to me?
6. Provide an example on how my use of Choice Theory language in a frustrating situation helps me to minimize my frustration level.
7. Can I provide an example from my own life or someone I know that demonstrates how fragile relationships can be?
8. How would I take a scenario and explain it in terms of the components on the choice theory chart?
9. How do I know that the system in choice theory is based on a 'negative' feedback loop?
10. In reviewing the Axioms, explain why one axiom in particular is challenging for me to accept.
11. Provide an example of collapsing a conflict (a) within ourselves, and (b) with others.
12. During the sessions, can I explain at least three [3] strategies I might consider when working with a resistant client?
13. Am I able to name at least four [4] criteria I might offer to self-evaluate how I would work with a client outside my area of expertise?

14. Everyone brings strengths to the role-play process. Describe at least three [3] strengths that I perceive I have.
15. Illustrate at least four [4] ways of facilitating self-evaluation with a client?
16. Play a participant in a role-play set-up as a manager/leader dealing with a thorny issue such as firing, downsizing, redundancy, hygiene, or the like.
17. How do I demonstrate my skills in helping the employee with a plan in a lead-management role-play?
18. Am I able to demonstrate how I might explain a role-play scenario as though I were walking the Chart?

ADVANCED INTENSIVE SELF-EVALUATION FOR PARTICIPANTS FROM OVERVIEW

- Think of a time when you were extremely coercive. How do you relate this to the Choice Theory chart?
- Define the inter-relationships between Quality World and needs.
- Illustrate how CT explains behaviour.
- Identify a belief or value that you hold that is embedded in a QUALITY WORLD PICTURE for you.
- Describe how one of your perceptions is unique to you.
- Explain how CT language may help to minimize frustration levels.
- Explain how fragile relationships can be.
- Imagine a scenario and use the CT chart to help explain it.
- Justify why the system is based on the negative feedback loop.
- Share which axiom is the most challenging for you.
- Provide an example of collapsing conflict within ourselves and others.
- Role-play to demonstrate your skill to deal with a resistant client.
- Model how you would work with a client outside your familiar setting.
- Identify your strengths in the role-play process.
- Illustrate various ways of facilitating self-evaluation with the client.
- Role-play challenging lead management issues [firing, downsizing, redundancy, hygiene.]
- Demonstrate skill in planning within management situation.
- Walk the chart.

ADVANCED PRACTICUM SELF-EVALUATION FOR PARTICIPANTS

The following may serve as a self-evaluative tool for participants during Advanced Practicum to track and improve skill levels, to offer opportunities to clarify and fine-tune knowledge, to prepare for a Quality Work presentation for Certification, and to be mindful of each competence that is to be demonstrated from the listing of criteria for a Certification Session.

1. Dr. Glasser teaches about compatibility and personality in relation to 'needs' in Choice Theory: A New Psychology of Personal Freedom. (1998). New York: HarperCollins. He states, "What gives us our different personalities is that our five basic needs, or genetic, needs differ in strength . . . The strength of each need is fixed at birth and does not change." Am I able to support the view that need strengths can 'seemingly' change?
2. Explain from a situation in my own life how Quality World Pictures can conflict from one another.
3. When I examine my belief system, am I able to offer any examples of beliefs or values I hold that are not based on rational thought?
4. Share a perception of some value or belief that I have changed in my life?
5. In what ways can I imagine my life would be different if I were to use any one of the connecting habits for 21 days?
6. Share ways I have used my knowledge of Total Behaviour to regain a sense of balance in my life?
7. After reviewing the axioms, relate an example from my own life how I live it in accordance to the axioms.
8. Share the ways that I can help the client engage in his own plan.
9. Using a tracking sheet, what skills do I possess in demonstrating my ability to role-play the roles of [1] Interviewer [2] Client [3] Process Observer, and [4] Alternate Way. (A tracking sheet is a tool to show the interrelationship of the process of Reality Therapy with Choice Theory.)
10. How do I use the Choice Theory Chart in describing the role-play scenario that was demonstrated during any practicum session?
11. Demonstrate my ability to interview a client who is resistant in a lead management setting.
12. Delineate the advantages that I perceive in being a lead manager.
13. Following a role-play the members of the triad explain the client scenario in terms of the Choice Theory chart.
14. I have chosen and verified with my practicum supervisor my Quality Work presentation for Certification. Having practiced it before the group several times in preparation for Certification, what have I learned that will help me to present my points better?
15. I am aware of the criteria required for Certification and am able to demonstrate the required skills.

ADVANCED PRACTICUM SELF-EVALUATION FOR PARTICIPANTS FROM OVERVIEW

- Support the view that need strengths can seemingly change.
- Explain a situation where Quality World Pictures can conflict with each other.
- Dispute the role of irrational beliefs that some hold.
- Elaborate on a perception that you have discovered through learning new information.
- Imagine how your life would be different if you chose to continually use one of the connecting habits for 21 days.
- Demonstrate a time in your life when you used your knowledge of Total Behaviour to get back into balance.
- Provide a real life example of an axiom.
- Illustrate how you engage the client in creating his own plan.
- Demonstrate your ability to role-play all roles within the process (interviewer, client, process observer and alternate way)
- Model and share the how you use the chart to describe the role-play scenario.
- Role-playing with resistant clients in lead management situations or settings.
- Delineate the advantages of being a lead manager.
- Demonstrate your ability to relate scenarios through the chart.
- Choose, plan, practice Quality Work and receive feedback.
- Review Certification criteria.

CERTIFICATION SELF-EVALUATION FOR PARTICIPANTS FROM OVERVIEW

In preparation for Certification and during the four-day Certification Session, the following may provide clarification for participants to self-evaluate their ability to demonstrate the knowledge and skills required for competence at this level in order to be designated CTRTC.

To what degree am I able to demonstrate/present the following knowledge and skill?

1. Explain my understanding of the Choice Theory Chart using a real life situation.
2. Describe my experience as to what was happening in my system through my knowledge of Choice Theory in this process of using a real life situation and explaining it on the Choice Theory chart in front of a group of people.
3. Prepare and present a small portion of my Quality work to the certification group describing how Choice Theory explains behaviour.
4. Demonstrate my ability to successfully interview a client in a role-play setting that is familiar to me. I shall work with a _____ client.

5. Demonstrate my ability to successfully interview a client in a role-play setting that is not familiar to me. Although I ordinarily work with a _____ client, I shall work with a _____ client.
6. Demonstrate my ability to use lead management in a role-play to facilitate a situation where I am the leader or supervisor.
7. Answer questions and clarify for others any concept shown on the Choice theory chart when warranted during the Certification Session.

CERTIFICATION SELF-EVALUATION FOR THE PARTICIPANTS FROM THE OVERVIEW:

- Demonstrate your understanding of the Choice Theory Chart and how it relates to real life situations.
- Presentation: Selection of a small portion of your Quality work that demonstrates and defines how Choice Theory applies to a real world situation.
- Demonstrate your ability to role-play clients from familiar and unfamiliar settings.
- Role-play lead management scenarios.
- Demonstrate understanding of the concepts on the Choice Theory chart.

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